DOCUMENT RESUME

ED 172 011 CE 021 960

AUTHOR Ripley, Kris
TITLE Color Discrimination: A Saleable Work Skill. Occupation Simulation Packet. Grades K-2.
INSTITUTION Highline Public Schools, Seattle, Wash.
NOTE 35p.; Illustrations in this document may not reproduce well; For related documents see CE 021 959-964 ; Not available in paper copy due to colored background

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Awareness; *Color; *Job Skills; *Learning Activities; Primary Education; *Sex Fairness; *Simulation

ABSTRACT

This teacher's guide for grades K-2 contains simulated work experiences for students using the isolated skill concept, color discrimination. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "have each student participate in searching and finding a picture that shows a person at work." Then, three skill activities are listed, such as simulating the work experience of a telephone factory wire sorter, store clerk, or interior decorator which uses the skill of color discrimination. A teacher evaluation sheet follows these activities. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: telephone factory wire sorter, store clerk, and interior decorator. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

COLOR DISCRIMINATION

a saleable work skill

ED172011

CE021960

OCCUPATION SIMULATION PACKET
Created by Kris Ripley Grades K -2

PROJECT EQUALITY
Title III, ESEA
Highline School District #401 15675 Ambaum Blvd., S. W. Seattle, Washington 98166

Director: LaRae Glennon

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

Definitions	1
Advantages to Using the "Isolated Skill Concept"	2
Important Concepts	2
Objectives	3
Evaluation	3
Sequence of Activities	3
Time Needed	3
An Additional Comment	3
Pre-Test, Post-Test - Teacher Instructions	4
Pre-Test, Post-Test - Student Answer Sheets	7
Pre-Test, Post-Test - Scoring Directions	12
Pre-Test, Post-Test - Answer Key	13
Pre-Test, Post-Test - Scoring Key	13
Pre-Test, Post-Test - Test Result Summary Sheet	14
Materials List	15
Note to the Teacher	16
#1 - Pre-Skill Activity	17
#2 - Pre-Skill Activity	18
#3 - Pre-Skill Activity	19
Jobs Using Color Discrimination	21
#4 - Skill Activity - Telephone Factory Wire Sorter	22
#5 - Skill Activity - Store Clerk	23
#6 - Skill Activity - Interior Decorator	24
Summary of Concepts Acquired from Packet	26
Teacher Evaluation Sheet	27

Appendices

A - Materials Needed to Assemble the Occupation Simulation Packet 28

B - Pictures of Water Color Posters * 29
(suggested models to be prepared in your district)

* Suggestion - Content of water color posters should reflect the ethnic make-up of your community

DEFINITIONS

So the frame of reference is clearly understood, the following terms are identified:

Work - is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career - is the totality of work one does in his or her lifetime.

Education - is the totality of experiences through which one learns.

Career Education - is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

(An Introduction to Career Education, a policy paper of the U.S. Office of Education, 1974)

Duty - any action, task, etc. required by or relating to one's occupation or position.

Model - a person or thing considered as a standard of excellence to be imitated.

Responsibility - refers to a particular task, trust, etc., for which one is accountable or answerable.

Role - a function or office assumed by someone.

Sexism - the economic exploitation and social domination of members of one sex by the other, specifically, of women by men.

Skill - great ability or proficiency; expertness that comes from training, practice.

Stereotype - a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgment, etc.

Tradition[al] - a long-established custom or practice that has the effect of an unwritten law; any time-honored practice.

(Webster's New World Dictionary, 2nd college ed., 1972)

COLOR DISCRIMINATION

A SALEABLE WORK SKILL

This will be a simulated work experience for students using the "isolated skill concept." The skill presented is COLOR DISCRIMINATION, a saleable work skill that is required for a wide variety of jobs.

Presently students are using the skill of COLOR DISCRIMINATION at home and school, but have not identified or examined its many applications. The activities in this packet are designed around a constant, the identified skill of COLOR DISCRIMINATION, while the work setting is changed. With this format, students can experience success in areas previously considered "out-of-bounds" for one reason or another and also experience the transferability of a skill. At all times it should be made very clear to students that skills are not dependent on gender, one's sex should not expand or limit a student's potential.

Once students are encouraged to identify specific skills they possess and are directed to see the relationship of skills to jobs they or other people do, their own self-concept is broadened. By using this approach to career education, the world of work can become more meaningful.

Advantages to Using the "Isolated Skill Concept"

1. Student's self-concept is enhanced by becoming aware of the multitude of skills that each possesses.
2. Jobs that students do can be analyzed to see the wide range of skills that each student is using daily.
3. Students learn to identify skills in others.
4. Students learn to identify skills involved in adult jobs and look forward to acquiring additional skills.
5. Students learn that a skill is transferable, something that can be used in a wide variety of jobs.
6. Students learn that the possession of a skill is not dependent on sex. Females and males possess and use a wide variety of skills daily in their work.

Important Concepts

1. Color Discrimination is a skill.
2. The skill of color discrimination used to landscape a colorful park is the same skill used to decorate a colorful cake.
3. The differences in ability are due to individuality, not the sex or race of the student.

4. Jobs require different groupings of skills; there is no logical reason for closing choices to individuals of either sex.

Objectives

1. The student will have an opportunity to expand self-perception by being involved in activities which utilize skills already possessed.

2. The student will be able to perceive the skill of color discrimination as a transferable skill.

3. On a given test the student will be able to identify the jobs which require the skill of color discrimination.

Evaluation

This packet provides for a student pre-test and a post-test and a teacher post-evaluation sheet.

Sequence of Activities

1. Check packet materials against the materials list to ensure that all needed items are available.

2. Read the entire packet to yourself. Do not discuss any part of it with the class.

3. Administer the pre-test to all students. Score pre-tests.

4. Students participate in the activities.

5. Administer the post-test to all students. Score post-tests. Compare the pre-tests and post-tests for growth.

6. Check packet materials against the materials list to ensure that all items are returned.

7. Complete the teacher evaluation sheet. Please send the evaluation sheet and the pre-post test results back to _____.

8. Return the Occupation Simulation packet to the proper location.

Time Needed

A two to three week time frame will be needed to complete this packet.

An Additional Comment

Mention should be made that some people are unable to distinguish between colors; they are color blind. Some people are totally color blind and some people are blind only to certain colors. This is no reflection on their other skills, abilities or their intelligence. It is simply a particular limitation. These people will undoubtedly select job fields requiring other skills they have developed.

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - TEACHER INSTRUCTIONS

Each student should have a copy of the answer sheet.

The students should understand there is no grade on this test, it is only a device to help the teacher. The teacher should not give word definitions or other help during the pre- and post-test. Part of the learning during the course of using the activity packet is vocabulary and job association.

Directions to the Students:

1. *If you are a girl, please circle the girl at the top of the page. If you are a boy, please circle the boy at the top of the page.*

2. Handle the rest of the heading information in whatever manner is best for you and your students.

3. *Explain to the students that you will be asking them some questions. If they think they have the skill to do the job they should circle the smiling face. If they don't think they have the skill they should circle the sad face. If they do not understand what the job is they should not draw any circles.*

   A. *Question 1. Do you think you have the color discrimination skills to do factory work some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what a factory worker is.*

   B. *Question 2. Do you think you have the color discrimination skills to do a store clerk's job some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what a store clerk is.*

   C. *Question 3. Do you think you have the color discrimination skills to do the work of an interior decorator some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what an interior decorator is.*

   D. *Question 4. Do you think you have the color discrimination skills to do a photographer's job some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what a photographer is.*

   E. *Question 5. Do you think you have the color discrimination skills to do a florist's job some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what a florist is.*

4. Following are pictures of jobs and their titles. Some of these jobs require the skill of discriminating between colors and others do not. If you think the picture of the job requires the skill of discriminating between colors circle the picture. If you do not think the job requires the skill of discriminating between colors put an X on the picture. If you do not know what the job is leave the question blank. I will read each of the job titles under the pictures and you decide if that job requires the skill of discriminating between colors.

A. Picture 6. Sign Painter. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what a sign painter is.

B. Picture 7. Mail Carrier. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what a mail carrier is.

C. Picture 8. Hair Stylist. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what a hair stylist is.

D. Picture 9. House Painter. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what a house painter is.

E. Picture 10. Garbage Collector. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what a garbage collector is.

F. Picture 11. Secretary. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what a secretary is.

G. Picture 12. Scientist. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what a scientist is.

H. Picture 13. Electrician. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what an electrician is.

I. Picture 14. Firefighter. Circle the picture if you think this job requires the skill of discriminating between colors. Put an X on the picture if you think the skill is not required. Leave the question blank if you do not know what a firefighter is.

5. Who has the skill to tell the difference between colors and do the following jobs. Draw a circle around the girl if you think only girls have the skill of color discrimination. Draw a circle around the boy if you think only boys have the skill of color discrimination. If you think both boys and girls have the skill of color discrimination to do the job draw a circle around the boy and girl together. Leave the question blank if you do not know what the job is. I will read the name of the job under the picture and you decide who has the skill of color discrimination to do the job.

   A. Question 15. Cartoonist. Circle the girl if only girls have the skill of color discrimination to do the job of a cartoonist. Circle the boy if only boys have the skill of color discrimination to do the job of a cartoonist. Circle both the boy and girl if both boys and girls have the skill of color discrimination to do the job of a cartoonist. Leave the question blank if you do not know what the job is.

   B. Question 16. Carpenter. Circle the girl if only girls have the skill of color discrimination to do the job of a carpenter. Circle the boy if only boys have the skill of color discrimination to do the job of a carpenter. Circle both the boy and girl if both boys and girls have the skill of color discrimination to do the job of a carpenter. Leave the question blank if you do not know what the job is.

   C. Question 17. Doctor. Circle the girl if only girls have the skill of color discrimination to do the job of a doctor. Circle the boy if only boys have the skill of color discrimination to do the job of a doctor. Circle both the boy and girl if both boys and girls have the skill of color discrimination to do the job of a doctor. Leave the question blank if you do not know what the job is.

   D. Question 18. Electrician. Circle the girl if only girls have the skill of color discrimination to do the job of an electrician. Circle the boy if only boys have the skill of color discrimination to do the job of an electrician. Circle both the boy and girl if both boys and girls have the skill of color discrimination to do the job of an electrician. Leave the question blank if you do not know what the job is.

   E. Question 19. House Painter. Circle the girl if only girls have the skill of color discrimination to do the job of a house painter. Circle the boy if only boys have the skill of color discrimination to do the job of a house painter. Circle both the boy and girl if both boys and girls have the skill of color discrimination to do the job of a house painter. Leave the question blank if you do not know what the job is.

   F. Question 20. Photographer. Circle the girl if only girls have the skill of color discrimination to do the job of a photographer. Circle the boy if only boys have the skill of color discrimination to do the job of a photographer. Circle both the boy and girl if both boys and girls have the skill of color discrimination to do the job of a photographer. Leave the question blank if you do not know what the job is.

6. Have students pass in their papers.

COLOR DISCRIMINATION

PRE-TEST, POST-TEST

STUDENT ANSWER SHEET

Name _____

School _____

Grade _____

Date _____

GIRL

BOY

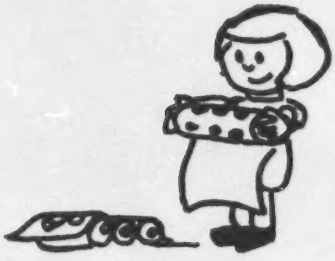
1. Do you think you have the color discrimination skills to do factory work some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what a factory worker is.

Factory Worker

2. Do you think you have the color discrimination skills to do a store clerk's job some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what a store clerk is.

Store Clerk

3. Do you think you have the color discrimination skills to do the work of an interior decorator some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what an interior decorator is.



Interior Decorator

4. Do you think you have the color discrimination skills to do a photographer's job some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what a photographer is.

Photographer

5. Do you think you have the color discrimination skills to do a florist's job some day? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or leave the question blank if you do not know what a florist is.

Florist

Following are pictures of jobs and their titles. Some of these jobs require the skill of discriminating between colors and others do not. If you think the picture of the job requires the skill of discriminating between colors circle the picture. If you do not think the job requires the skill of discriminating between colors put an X on the picture. If you do not know what the job is leave the question blank. (I will read each of the job titles under the picture and you decide if that job requires the skill of discriminating between colors.)

6. Sign Painter

7. Mail Carrier

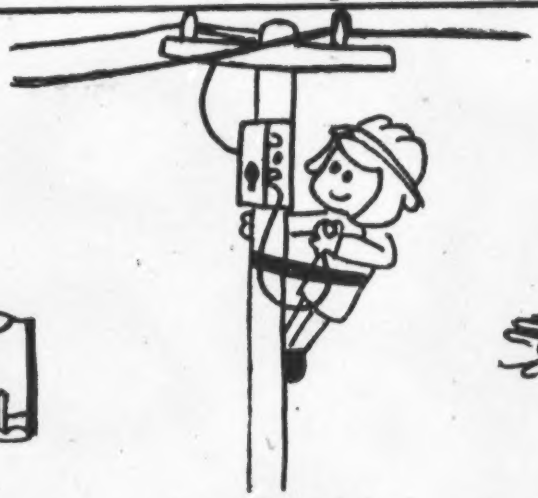
8. Hair Stylist

9. House Painter

10. Garbage Collector

11. Secretary

12. Scientist



13. Electrician

14. Firefighter

Who has the skill to tell the difference between colors and do the following jobs. Draw a circle around the girl if you think only girls have the skill of color discrimination. Draw a circle around the boy if you think only boys have the skill of color discrimination. If you think both boys and girls have the skill of color discrimination to do the job draw a circle around the boy and girl together. Leave the question blank if you do not know what the job is. (I will read the name of the job under the picture and you decide who has the skill of color discrimination to do the job.)

15. Cartoonist

---

16. Carpenter

---

17. Doctor

---

18. Electrician

19. House Painter

20. Photographer

DIRECTIONS FOR SCORING

THE

PRE-TEST, POST-TEST

FOR

PROJECT EQUALITY OCCUPATIONAL SIMULATION PACKETS

The pre-post test which accompanies this occupation simulation packet is designed to provide a numerical score which will serve as (1) an approximate score of each student's knowledge and attitudes in this occupational skill area before participating in the learning activities described in this packet, and as (2) an approximate measure of each student's knowledge and attitudes in this occupational skill area after participating in the learning activities.

By using the answer key to assign the appropriate number of points to a student's answers, a numerical score can be obtained for each child. Questions by numbers that are left blank should be listed on the front of the test. When all the tests have been scored and blank answer numbers noted, the attached Summary Sheet should be filled out by placing each student's name and her or his score on the pre-test in the appropriate column and list the question number of each blank response.

When the post-test is given, it is scored in the same manner, and students' scores should be recorded in the post-test column of the Summary Sheet and list the question number of each blank response. Subtract the student's pre-test score from the post-test score and determine what the student has gained from participating in the learning activities associated with this packet. In some instances, it is possible that the student's pre- and post-test scores will be identical. When this occurs, an "0" is entered in the gain column. Occasionally, a student will score lower on the post-test than on the pre-test. When this occurs, the difference between the two scores is entered in the gain column as a negative number.

Before beginning the learning activities in the packet, the thorough teacher will (1) check the question numbers listed as no response--these indicate an area of vocabulary and job association that should be incorporated into the occupational simulation packet activities, and (2) look over the pre-test scores to see which students obtained low scores, scoring in the bottom quarter of the class. By checking these two areas, student learning can be considerably aided as the teacher cheerfully gives them individual attention when they participate in the learning activities associated with this packet.

After post-testing and scoring have been completed, send a copy of the completed Summary Sheet to _____. These test results will help to determine if the learning activities in this packet are helpful to the students or if the packet is in need of revision. Your participation and assistance in this project is greatly appreciated.

COLOR DISCRIMINATION:
A SALEABLE WORK SKILL

ANSWER KEY FOR PRE-POST TEST

1.	Factory Worker	SMILING FACE
2.	Store Clerk	SMILING FACE
3.	Interior Decorator	SMILING FACE
4.	Photographer	SMILING FACE
5.	Florist	SMILING FACE
6.	Sign Painter	CIRCLE
7.	Mail Carrier	"X"
8.	Hair Stylist	CIRCLE
9.	House Painter	CIRCLE
10.	Garbage Collector	"X"
11.	Secretary	"X"
12.	Scientist	CIRCLE
13.	Electrician	CIRCLE
14.	Firefighter	"X"
15.	Cartoonist	BOTH GIRL AND BOY
16.	Carpenter	BOTH GIRL AND BOY
17.	Doctor	BOTH GIRL AND BOY
18.	Electrician	BOTH GIRL AND BOY
19.	House Painter	BOTH GIRL AND BOY
20.	Photographer	BOTH GIRL AND BOY

SCORING KEY FOR PRE-POST TESTS

+ 1	for each correct response
- 1	for each incorrect response
no score	for each question left blank

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

SUMMARY SHEET

Teacher: _____ Principal: _____ Date of Pre-Test: _____

School: _____ Grade Level: _____ Date of Post-Test: _____

Student Names	Questions by Number Left Unanswered	Pre-Test Score	Questions by Number Left Unanswered	Post-Test Score	Gain
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

MATERIALS LIST

(Contained in Packet)

32 bundles of wire, each wrapped with tape, to include:
16 sets of 4 blue, 4 white, 4 red, 4 gray
16 sets of 4 yellow, 4 orange, 4 purple, 4 black

6 bundles of socks, each bundle to include:
2 red, 2 blue, 2 green, 2 brown, 2 orange
Total - 10 socks or 5 pair in each bundle. Bagged.

32 laminated wall paper sheets

11 bundles of color plates to include:
20 different colors in each set or bundle

1 wire bundle with 10 colors, teacher sample

1 picture each of the following:

Factory Person Working with Wire
Female Mechanic
Male Store Clerk
Interior Designer

1 picture each of the following:

White Background with 3 circles: 2 pink, 1 black
Dark Blue Background with Brown Number 1
Green Background with Red Number 2
Yellow Background with Orange Number 3

Also contained in each packet:

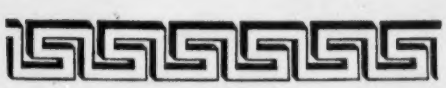
35 copies of pre-test, 35 copies of post-test
3 copies of Teacher Evaluation Sheet
1 teacher's guide
3 large laminated water color posters

NOTE TO THE TEACHER

During the activities and discussions, some jobs that do not require the skill of color discrimination should be used.

Vocabulary words on pre - post instrument:

factory worker
store clerk
interior decorator
photographer
florist
sign painter
mail carrier
hair stylist
cartoonist
house painter
garbage collector
secretary
scientist
electrician
fire fighter
carpenter
doctor



COLOR DISCRIMINATION - A SALEABLE WORK SKILL

EQUALITY CHOICE

#1 - PRE-SKILL ACTIVITY

Objective: To have students discuss and gain some understanding for the words "job" and "work" in preparation for the simulated skill activity.

Time: 20 - 30 minutes

Group Size: Entire classroom

Materials provided by the teacher: discussion questions

Materials provided in the packet: suggested discussion questions below

In a discussion situation the teacher would ask the students the following questions:

(All student contributions are valid in the discussion)

1. *What do you think a "job" is?* (piece of work, task done by assignment, or volunteered, or by agreement, for pay or no pay, chore, a duty)
2. *Do you have a job that you do at home?* (have students name jobs)
3. *What do you think "work" is?* (A job is a type of work. Both work and job can be used interchangeably at this level.)
4. *What kind of work do you think we do at school?*
5. *Why do you think people work?*
6. *Do you think both women and men work at jobs?*
7. *What kinds of jobs do you think you might do when you are older?*
8. *Name a job that a grown-up you know does for a living.*
9. *Do you think that people always get paid money for doing a job? Name some jobs that people do where they are not paid with money.*

Feel free to add or delete questions as you are leading the discussion. Please note the reactions and level of understanding that students seem to acquire on the Teacher Evaluation Sheet.

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

EQUALITY CHOICE

#2 - PRE-SKILL ACTIVITY

Objective: To have each student participate in searching and finding a picture that shows a person at work.

Time: 15 - 30 minutes

Group Size: Entire classroom

Materials provided by the teacher: magazines, for cutting out pictures, scissors

Materials provided in the packet: none

Have each student bring one or more pictures from home showing a person at work.

Or have magazines in the classroom and have students cut out pictures of people at work.

After students have selected one or more pictures, a large collage or several smaller ones can be created by the students. The People at Work Collage(s) are likely to show stereotypical examples of workers, this fact can be used as a teaching tool in the lesson that follows in discussing the use of the skill of color discrimination.

The names of the work or specific jobs represented by the pictures should be stated by the students.

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

#3 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To have students discuss and gain some understanding for the word "skill" in preparation for the simulated skill activity.

Time: 20 - 30 minutes

Group Size: Entire classroom

Materials provided by the teacher: discussion questions

Materials provided in the packet: suggested questions below and 1 picture each of the following:
white background with 3 circles: 2 pink, 1 black
dark blue background with brown number 1
green background with red number 2
yellow background with orange number 3

Use a discussion situation in which the teacher would ask the students the following questions: (All student contributions are valid in the discussion.)

1. *What do you think the word "skill" means?* (Ability to perform a stated function, or being able to do a small part of a larger job well.)

2. *Do you think you have some skills?* (Have students name some skills, such as: run like a firefighter, draw as an artist, crawl like a plumber.)

3. *Look at the circles on a sheet I am holding up. What circle is a different color? Being able to tell the difference between colors is a skill. If you can tell which circle is different, you have now discriminated between colors. You have the skill of color discrimination.*

4. *Can you name some jobs that might require the ability to discriminate between colors?* (See list on page 21.) (Have students name some jobs.)

5. *Can you name some jobs at school or home that would require you to tell the difference between colors?* (Have students name some jobs.)

6. *Name or point to jobs in the work collage that need the skill to discriminate between colors.*

7. *Do you think both women and men have the skill to discriminate between colors?*

8. If there are a lot of pictures requiring color discrimination skill, use the following questions:

   a. *Where are most of the women doing their work?*
   b. *Where are most of the men doing their work?*
   c. *If both men and women have this skill, do you think women could use this skill outside the home?*
   d. *If both men and women have this skill, do you think men could use this skill in the home?*
   e. *Do you think the same skill can be used in more than one job?*

9. *Hold up color sample sheets and explain how some eyes do not see some colors. Explain that people are born with the ability to see all colors or some colors and that this is not a fault, it is simply a limitation.*

   a. *Picture one has a dark blue background with a dark brown number one on it.*
   b. *Picture two has a green background and a red number two on it.*
   c. *Picture three has a yellow background and an orange number three on it.*

   If students find they cannot see one of the numbers, mention they would probably not seek a job using color discrimination.

10. *If you have the right skills, should you be able to do any job you want? (Could, at this point, discuss the stereotypical representation in the work collage, if applicable.)*

    When talking about skills, it is important to note that most jobs require more than one skill, and that each student has and uses many skills to do jobs at home and school.

11. *Do you think you have the skill to discriminate between colors?*

JOBS USING COLOR DISCRIMINATION

artist

bank note designer

advertising layout worker

commercial artist

medical illustrator

poster or sign painter

photographer

doll clothes designer

florist

jewelry designer

fashion designer

cosmetologist

flatware designer

chef for hotel foods service

cake decorator

food chemist

window dresser

inspector of: linoleum, carpet, fabrics, wall paper, vegetables, paint, meat, etc.

botanist

aquatic biologist

surgeon

dental ceramist

maker of artificial limbs

theater set designer

Bulletin boards, posters or displays could utilize information about th workers and others that use the skill of color discrimination. Students s uld be given the opportunity to name other workers needing skills of color discrimination.

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

#4 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: To involve the students in a simulated work experience which uses the skill of color discrimination.

Job: Telephone Factory Wire Sorter

Time: 15 minutes

Group Size: Entire classroom, each individual participates

Materials provided by the teacher: none

Materials provided in the packet: 32 bundles of wire, roll of tape, picture of Telephone Factory Wire Sorter and teacher's bundle of wire

Discussion with students:

We have talked about what work is and what jobs and skills are. (Review definitions.) *Today you will have the opportunity to use the color discrimination skill used by telephone factory wire sorters, packers and assemblers. Factory workers often sort items by color.*

1. (Use picture in packet.) *What do you think the workers are doing in this picture?*
2. *Do you think factory sorters use the skill of color discrimination?*
3. *Can both a woman and a man learn to be a factory sorter?*
4. *Do you think you have the color discrimination skill to be a factory wire sorter?*

Hand out wire bundles to students. Have the students hold wire bundles with both hands, one hand on each end. Have them hold wire in front of them. (The wire bundles are not toys and students should handle with care to avoid any accidents.)

Teacher holds up wire: *"My bundle has 10 different colors in it. Some of the factory workers pick out different colors in the bundle to put in different phone equipment."*

"You have bundles of four different colors. Sort out the different colors and bend them into four groups."

"Good job. You have one of the abilities a factory worker must have - matching up colors. Please mix your colored wires up and straighten the bundle."

KEEP REINFORCING . . . "You did it!" . . . Not how neat or messy the bundles look afterward.

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

EQUALITY CHOICE

#5 - SKILL ACTIVITY

Objective: To involve the students in a simulated work experience which uses the skill of color discrimination.

Job: Store Clerk

Time: 20 minutes per group of 6 students

Materials provided by the teacher: 3 tables, a student working at each end of each table, to make a store display

Materials provided in the packet: 6 sets of socks, each set contains:
2 red, 2 blue, 2 green, 2 brown, 2 orange
(10 socks, 5 pairs of socks)

Discussion with students:

We have talked about what work is and what jobs and skills are. (Review definitions.) *Today you will have the opportunity to use the skill of color discrimination in the job of a department store clerk. The clerk's job is to put out more socks on the display table. The clerk must put the same colors together, stacking them on top of each other. The socks must look neat and attractive and be easy for the customers to find.*

1. (Use picture in packet.) *What do you think a department store clerk does?*
2. *What kind of stores do you think employ clerks who must stock shelves as part of their job?* (Penneys, Safeway, drug stores, etc.)
3. *Do you think these clerks use the skill of color discrimination?*
4. *Can both a woman and a man learn to be a store clerk and stock shelves?*
5. *Do you think you have the skill of color discrimination? Then you have the skill needed for the job of a Penneys store clerk.*

Directions for the groups of 6 students:

"You have received these socks first thing in the morning. The sock table is empty. You are to put like colors together, putting the like colors on top of each other. Then put them in a neat row like you would find on a store table." (Emphasize the positive. "You did it . . . YOU have the skill of color discrimination, as store clerks do.")

Have the last set of students rubber band the socks back into 6 bundles.

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

#6 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: To involve the students in a simulated work experience which uses the skill of color discrimination.

Job: Interior Decorator

Time: 20 - 30 minutes

Group Size: Entire classroom, divided into 11 groups

Materials provided by the teacher: rubber bands, perhaps

Materials provided in the packet: 32 laminated sheets of wall paper. 11 sets of color plates. Teacher color plate, folder of interior designer job.

Discussion with students:

We have talked about what work is and what jobs and skills are. (Review definitions.) *Today you will have the opportunity to use the skill of color discrimination in the job of an interior decorator. You are going to decorate a children's doctor's office.*

1. (Use picture from packet.) *What do you think an interior decorator does?*

2. *Where do you think an interior decorator might work?* (Penneys, Sears, drapery shops, one's own business, furniture stores, etc.)

3. *Do you think an interior decorator would use the skill of color discrimination? If so, when? Give examples.*

   (Match curtains to wall paint, match wall paper to unpatterned carpet, match fancy lamp or picture to wall paint, etc.)

4. *Can both a woman and a man learn to be an interior decorator?*

5. *Do you think you have the skill of color discrimination needed to be an interior decorator?*

Directions to the students:

As the interior decorator you have been hired to decorate a doctor's office. The doctor has chosen the wall paper. Now you are to choose one of the colors in the wall paper that matches the color plates which will be the color of the rug in the doctor's office. Lay the color plate that matches one of the colors in the wall paper on the wall paper. Can you find more than one color plate that matches the colors in the wall paper? Which color plate would you use for the carpet and recommend to the doctor?

Teacher demonstrates the process

Pass out one piece of wall paper to each child. Have the students move the desks in groups of three. Give each group of three a set of color plates. ENCOURAGE the students as they work. If you find a student who cannot distinguish color, try to discern if the student is color blind. Use the circle papers again, if you wish. Explain he/she would probably not choose to be an interior decorator but instead would get a job where color discrimination is not important, i.e., lawyer, accountant, etc.

When the activity is finished, have the students rubber band the color plates - there are 20 per set.

SUMMARY OF CONCEPTS ACQUIRED FROM PACKET

The students who have gone through this packet should be able to discuss work in relation to skills that they have observed in themselves and in others. The activities in the packet are intended to be pleasant learning activities where all students feel success at some time during the exercise, if not throughout each activity.

A teacher who consciously helps students identify skills they possess and are using will not only be helping to improve a student's self-concept but also increasing the potentials for acquisition of new skills by the student. In addition to using the Occupation Simulation Packets, a teacher can utilize many other opportunities in the classroom for expanding a student's perception of her/his capabilities and potential regardless of sex.

Work will be a reality for the majority of students in your classroom - yes, even the girls. Data issued by the Women's Division of the U. S. Department of Labor indicates that the reality of work outside the home is a major part of many women's lives at this time (rev. June 1975).

1. Nine out of ten females will work outside the home at some time during their life span.
2. A majority of women work because of economic need. About 60 percent of all women workers are single, widowed, divorced or separated, or have husbands whose earnings are less than $7,000 a year.
3. More than half of all women 18 to 64 years of age are workers.
4. Single women average 45 years in the labor force.
5. If a woman bears children, and leaves the labor force for a period of time, she will still average 25 years of work outside the home.
6. The average male worker (marital status unspecified) has a work life expectancy of 43 years.

It is important for all students in the classroom to look at work as something pleasant that they will be doing in the future, something that they anticipate and look forward to doing.

As an educator you need to be aware of the kind of curricular materials that have a tendency to restrict students as they grow. A textbook study conducted by Women on Words and Images in Princeton, New Jersey, entitled Dick and Jane as Victims: Sex Stereotyping in Children's Readers, found the aspirations of females and males could be influenced by the continuous pattern described in the following ratios:

Boy-centered stories to girl-centered stories	5:2
Adult male main characters to adult female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	2:1
Male folk or fantasy stories to female folk or fantasy stories	4:1

You might want to watch your curricular materials for stereotypical qualities repeatedly ascribed to one sex or the other without variation. As an educator, you shoulder quite a responsibility in assisting students to develop completely their individual talents, abilities, interests and hopes. Surely their aspirations should not be restricted on the basis of sex!

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

TEACHER EVALUATION SHEET

EQUALITY CHOICE

1. Were the simulated work experiences real enough for the students? No Yes

2. Were the jobs common enough for the children to associate with? No Yes

3. Were the approximate times about right?

Activity 1 - 20-30 mins.	Too Short	OK	Too Long
Activity 2 - 15-30 mins.	Too Short	OK	Too Long
Activity 3 - 20-30 mins.	Too Short	OK	Too Long
Activity 4 - 15 mins.	Too Short	OK	Too Long
Activity 5 - 20 mins. per 6 students	Too Short	OK	Too Long
Activity 6 - 20-30 mins.	Too Short	OK	Too Long

4. Were the packet materials all there? No Yes

5. Were the set up instructions clear for the teacher? No Yes

6. Were the discussion questions for the students understandable? No Yes

7. Did the students find that both boys and girls have the same skills in the areas presented? No Yes

8. Could the students transfer their ability to match colors or tell which colors were different to the fact they could hold that job someday? No Yes

9. Do you feel that your students now understand that men and women (boys and girls) have many of the same abilities, that abilities are not limited by sex? No Yes

10. Do you feel as a teacher that the students know what color discrimination is? No Yes

11. Can the majority of your students now define work, job and skill? No Yes

12. Which activities (1, 2, 3, 4, 5 and/or 6) did the students enjoy doing? Please list.

13. Did any of these jobs not seem acceptable for both sexes? Please list.

14. Any additional comments about this packet?

Please return completed sheet to: _____.

APPENDIX A

MATERIALS NEEDED TO ASSEMBLE THE OCCUPATION SIMULATION PACKET

COLOR DISCRIMINATION - A SALEABLE WORK SKILL

Items	Where to Buy
Wires in various colors 64 of each color, i.e., blue, white, red, grey, yellow, orange, purple, black	hardware store, electrical supply store (perhaps the phone company may wish to donate some spare colored wire)
6 pairs of socks in the following colors: red, blue, green, brown, orange	department store
32 wall paper sheets	wallpaper store, interior decoration section of a department store
Color plates, 11 sets 20 different colors in each set	hardware store, paint store

Things to Make

4 pictures from construction paper, with circles or numbers on various-colored backgrounds

* 3 large laminated water color posters

4 photos to be taken locally

factory person working with wires
female mechanic
male store clerk
interior designer

* 35 pre-tests, 35 post-tests

* 3 copies of teacher evaluation sheet

---

* Can be copied from instruction book